

Dear Colleagues:

On behalf of the Missouri Department of Higher Education Academic Affairs staff, it is my pleasure to announce the first issue of the MDHE Academic Affairs newsletter. Our work is wholly dependent the effectiveness of our collaboration with you and others committed to improving higher education in Missouri. Communication is essential to our work and we hope that this publication will improve the depth and breadth of communication between the MDHE and presidents, provosts, deans, faculty and other constituents. We will publish the newsletter electronically quarterly (January, April, July and October) to subscribers. It also will be posted on the MDHE website.

Each issue will provide updates on current initiatives, information about CBHE/MDHE committees and workgroups, and discussion of issues and topics of mutual interest. Also we will include calendars to track upcoming meetings. This issue is lengthy as it includes an overview of the Office of Academic Affairs and its work. Most of this information is for your reference and won't be included in each issue.

We sincerely hope you will find this newsletter helpful. Please share it with other interested people, on or off your campus. We welcome your feedback, especially suggestions for other items to include. If you have comments or questions, or you would like to subscribe to this newsletter, please contact the newsletter's editor Greta Westerwald, [greta.westerwald@dhe.mo.gov](mailto:greta.westerwald@dhe.mo.gov).

With best regards,



Rusty Monhollon

## Academic Affairs Staff and Contact Information

<http://dhe.mo.gov/AcademicAffairs.php>

Rusty Monhollon, Ph.D.	Assistant Commissioner	<a href="mailto:Rusty.Monhollon@dhe.mo.gov">Rusty.Monhollon@dhe.mo.gov</a>	573-751-5221 573-310-3659 (cell)
Liz Valentine, Ph.D.	Senior Associate	<a href="mailto:Elizabeth.Valentine@dhe.mo.gov">Elizabeth.Valentine@dhe.mo.gov</a>	573-751-1764
Angelette Prichett	Research Associate III	<a href="mailto:Angelette.Prichett@dhe.mo.gov">Angelette.Prichett@dhe.mo.gov</a>	573-522-2150
Jennifer Plemons	Research Associate II	<a href="mailto:Jennifer.Plemons@dhe.mo.gov">Jennifer.Plemons@dhe.mo.gov</a>	573-522-2385
Amy Werner	Research Associate I	<a href="mailto:Amy.Werner@dhe.mo.gov">Amy.Werner@dhe.mo.gov</a>	573-522-1377
Greta Westerwald	Program Specialist	<a href="mailto:Greta.Westerwald@dhe.mo.gov">Greta.Westerwald@dhe.mo.gov</a>	573-751-1790

## Key Provisions of Remedial Education Policy Take Effect

House Bill 1042 directed all public institutions of higher education to “replicate best practices in remediation.” To meet this mandate, the Missouri Department of Higher Education and the Taskforce on College and Career Readiness (see below for more information) crafted the “Principles of Best Practice in Remedial Education,” which was approved by the Coordinating Board for Higher Education in September 2013. The entire policy can be found at: <http://dhe.mo.gov/TaskForceonCollegeandCareerReadiness.php>

Several key principles include the following:

**1. Common definition of “remedial education” and “developmental education”**

Previously, institutions had differing definitions for these terms, which has made it difficult to measure the full extent of remedial education in Missouri.

**2. Revision of CBHE recommended college preparatory high school curriculum**

The CBHE recommends four years of mathematics. Evidence is mounting that four years of mathematics in high school is critical to academic success in college-level mathematics courses.

**3. Common definition of “college readiness” and “career readiness”**

Current research has identified a consistent measure and understanding of college readiness across educational sectors—to reduce confusion for high school students and parents—as a best practice.

**4. Consistent statewide placement policy**

Similarly, using placement examinations consistently across all institutions sends a clear message to students and parents about college preparedness and expectations.

**5. Minimum standards of academic competence**

This section establishes the principle that students demonstrate a minimum level of academic literacy and competence before enrolling in a degree or certificate program. This principle is consistent with current practice and does not constitute a mission change for community colleges. At present, the Principles do not tie the threshold to a specific “cut score” or assessment; that will be determined through a collaborative process by a broadly-representative group of educators as the policy is implemented.

Several provisions of the principles are effective for academic year 2015-2016, including basic skills assessment and placement guidelines. In brief, institutions shall use multiple measures to assess the basic skills of all incoming certificate-seeking or degree-seeking students in mathematics, English and reading. The basic skills assessment will be used to place students in appropriate college-level courses. Using multiple assessment measures—rather than a single assessment such as an ACT subscore or Compass score—to place students in college-level coursework provides a more precise measurement of a student’s ability to succeed in college.

The use of a single, high-stakes assessment to place students in credit-bearing or remedial courses is unfair to students and contributes to lowered persistence and completion rates. Research has shown that too many students are being placed in non-credit bearing remedial courses when, with appropriate academic support, they are likely to succeed in credit-bearing, college-level courses.

Institutions have at their disposal an array of assessment instruments to determine the proper placement of students in college-level courses, including the SAT, the ACT, and other standardized assessment scores, as well as high school grade point average, high school end-of-course examination scores, or an institutional created assessment instrument, to name a few. Institutions also have the discretion to determine the number and combination of measures used for placement decisions. Institutions must be able to demonstrate the process used for placement decisions. Further, institutions will be expected to monitor the effectiveness of their placement matrix and, if necessary, adjust the matrix to improve the effectiveness of the placement. Institutions using one of the assessments listed below to place students in college-level courses shall adhere to the statewide placement score for that assessment instrument.

Assessment Instrument	Subject Area	Statewide College-Level Placement Score
Accuplacer	Reading	85
	English	92 (Sentence Skills)
	Mathematics	114 (Arithmetic)
	Mathematics	116 (Elementary Algebra)
ACT	Reading	18
	English	18
	Mathematics	22
Asset	Reading	41
	English	41
	Mathematics	23 (College Algebra)
Compass	Reading	81
	English	70
	Mathematics	66 (Algebra)
SAT	Reading	360
	English	430 (Writing)
	Mathematics	1030 (CR+M)
Smarter Balanced	English/Language Arts	3
	Mathematics	3

Placement scores will be valid for a minimum of two years. Scores may be considered valid for longer than two years at an institution's discretion.

The TCCR is currently working on two additional elements of the policy: establishing the "threshold" for meeting the minimum level of academic competence and developing a reporting instrument for data collection and institutional compliance with the guidelines. Questions about remedial education or this policy may be directed to Jennifer Plemons, [Jennifer.Plemons@dhe.mo.gov](mailto:Jennifer.Plemons@dhe.mo.gov)

## New Dual Credit Policy Approved by CBHE; Takes Effect Jan. 1

Missouri statutes allow public high schools, in cooperation with public and private colleges and universities, to offer college-level dual credit courses to high school students. In 2010, 2011 and 2012, Missouri Department of Higher Education staff surveyed institutions regarding their compliance with the CBHE Dual Credit Policy. After reviewing the data, and with input from the Council on Public Higher Education, the Missouri Community College Association, and the Council of Chief Academic Officers, MDHE staff recommended the policy be revised.

MDHE formed an Early College Workgroup comprised of MDHE staff and 21 representatives from both public and independent institutions, as well as staff from the Department of Elementary and Secondary Education. The department charged the ECW with revising the policy to reflect current educational needs and best practices as identified by national and regional accrediting organizations; to consider innovative and creative methods of meeting rural district educational needs; to develop a data collection instrument; and to ensure statewide compliance with the policy. The final version of the Coordinating Board for Higher Education Policy on Dual Credit Delivery can be accessed at:

<http://dhe.mo.gov/policies/documents/CBHEPolicyonDualCreditJune2015.pdf>

### Key elements of the revised policy

One of the primary goals of the revised CBHE Policy on Dual Credit Delivery is to ensure that institutions across the state deliver high-quality college experiences in the form of dual credit to high school students, thereby increasing student success in and access to postsecondary education. An equally important objective was to align the CBHE Policy with the quality standards set forth by the National Alliance of Concurrent Enrollment Partnerships and the Higher Learning Commission while also providing institutions with the flexibility to be creative and innovative in the delivery of dual credit courses. We believe the revised policy achieves both of these objectives.

In drafting the new policy guidelines, MDHE staff and the ECW took care to make the policy guidelines as unequivocally clear as possible. Many parts of the old guidelines were vague and ambiguous, which led to disagreements between and among dual credit providers and MDHE. This is perhaps best illustrated by the changes made to the section on Faculty/Instructor Qualifications and Support. The previous guidelines required high school instructors of dual credit courses to possess a master's degree that included "substantial study (a minimum of 18 semester hours)" in an area appropriate to the academic field in which they are teaching. The guidelines also allowed institutions to exercise "professional judgment" in hiring faculty that did not meet these requirements, provided that at least 90 percent of the institution's dual credit faculty did meet the standards for faculty qualifications.

The revised policy requires dual credit instructors to have an academic degree relevant to what they are teaching and at least one level above the level at which they teach. A high school teacher with a master's in

Chemistry could be hired to teach dual credit courses in Chemistry. If that same instructor, however, was being considered to teach Biology, she would have to have completed a minimum of 18 graduate credit hours in Biology. The “90 percent” rule has been deleted from the revised policy; all dual credit instructors must meet the standards for qualifications.

Another key component of the revised policy is the establishment of the Early College Advisory Board, which will assist the MDHE in monitoring dual credit providers and assuring the quality and integrity of dual credit programs. The ECAB will help MDHE mediate disputes over dual credit delivery, as well as help the department assess the annual reports submitted by each dual credit provider.

All institutions—public and private—seeking recognition as an “approved” dual credit provider are required to adhere to the guidelines listed in this policy. The CBHE annually will provide an updated list of “approved” dual credit programs (those that are in compliance with this policy) to the DESE and other interested constituents.

#### **Next steps**

MDHE, in consultation with dual credit providers, will begin immediately to implement the provision of the CBHE Policy on Dual Credit Delivery. The policy will be fully effective on January 1, 2016. The MDHE will also move quickly to form the ECAB and establish appropriate processes for ensuring institutional compliance and annual reporting.

High quality dual credit courses and other early college programs are important tools to help the state achieve its goal of increasing educational attainment. Providing dual credit opportunities to high school students not only works to increase the number of students graduating from high school and attending college, but also to reduce students’ costs and time to degree completion.

The updated Policy on Dual Credit Delivery is a crucial first step in assuring achieving these goals. There are, however, other policy areas within the realm of early college programs that need to be addressed. As well, we must identify a stable means of providing financial support for early college programs if we hope to realize their full potential.

Questions about Dual Credit can be directed to Liz Valentine: [Elizabeth.Valentine@dhe.mo.gov](mailto:Elizabeth.Valentine@dhe.mo.gov)

## **CBHE Holds Public Hearings for New Coordinated Plan**

Missouri's Coordinating Board for Higher Education is responsible for creating a [coordinated plan](#) to address the state's higher education needs. The last plan was adopted in 2008.

To keep pace with the state's higher education needs, the Missouri Department of Higher Education is developing a new coordinated plan: *Preparing Missourians to Succeed: A Blueprint for Higher Education*. The final plan will be presented to the coordinating board for approval in December 2015. The department will focus on four main areas as it develops the plan:

- **Accessibility:** Improve college readiness and make higher education opportunities available to all students.
- **Affordability:** Keep the cost of higher education within reach for Missouri families.
- **Quality:** Ensure students acquire the knowledge and skills they need for a rapidly changing world and workplace and support the need for resources to provide quality educational opportunities.
- **Completion:** Help student stay the course to finish a certificate or degree program.

A steering committee of leaders from business and industry, education and government has been assembled to assist with the development of the plan. Steering committee members will provide valuable information during public meetings and contribute their expertise throughout the process.

The ninth and final public hearing was held on June 4 in Cape Girardeau. Previous hearings had been held in St. Charles, St. Louis, Kirksville, Jefferson City, Columbia, St. Joseph, Kansas City and Springfield. Among the topics discussed at these hearings were student financial aid, new funding models for higher education, liberal arts education, workforce development and educator preparation. The MDHE and the Steering Committee will begin drafting the new plan when it meets for two days in late July. Additional information about the Coordinated Plan can be found here: <http://dhe.mo.gov/blueprint.php>

## Committees, Workgroups and Current Projects

The following section provides an overview of current projects, standing committees and *ad hoc* workgroups. Additional information can be found on the MDHE website: <http://dhe.mo.gov/AcademicAffairs.php>

### Committee on Curriculum and Assessment

**Angelette Prichett, Coordinator**

The Committee on Curriculum and Assessment (CCA) is a postsecondary advisory group that addresses both the alignment of competencies and assessments across educational sectors and emphasizes the importance of assessment at all Missouri higher education institutions. The CCA oversees the Missouri Learning Assessment Project as well as provides support for Missouri's Academic Program Approval and Review. The committee is comprised of representatives from public and independent two- and four-year higher education institutions, the Missouri Association of Faculty Senates, the Department of Elementary and Secondary Education, and the

K-12 community at-large. Additional information regarding the CCA can be found on the MDHE website at: <http://dhe.mo.gov/cca/>.

Committee on Curriculum and Assessment Roster			
Name	Title	Institution	Sector
Kim Andrews	Vice Provost for Academic Programs and Services	University of Central Missouri	4YP
Ruth Cain	Director of Assessment	University of Missouri-Kansas City	4YP
Rita Gulstad	Provost and Dean of the University	Central Methodist University	4YI
Sharon Helwig	Assistant Commissioner-College & Career Readiness	DESE	K-12
Jamie Hooyman	Dean of Instruction	North Central Missouri College	2YP
Paulette Isaac-Savage	Associate Provost	University of Missouri-St. Louis	4YP
Joyce Johnson	Director of Curriculum & Assessment	St. Louis Community College	2YP
Joyce Ryerson	Superintendent Morgan County R-II	K-12	K-12
Vicki Schwinke	Dean, Academic and Student Affairs	State Technical College of Missouri	2YP
Melody Shipley	Director of Developmental Studies	North Central Missouri College	2YP
Dawn Yerian	Instructor, Mathematics Technology	State Technical College of Missouri	2YP
Candy Young	Professor of Political Science	Truman State University	4YP
David Russell	Commissioner	Department of Higher Education	<i>Ex officio</i>
Rusty Monhollon	Assistant Commissioner-Academic Affairs	Department of Higher Education	<i>Ex officio</i>
Angelette Prichett	Research Associate	Department of Higher Education	<i>Ex officio</i>

## Multi-State Collaborative to Advance Learning Outcomes

### Angelette Prichett, Coordinator

Missouri participates as one of nine states in the Multi-State Collaborative to Advance Learning Outcomes Assessment pilot project, which is sponsored by the State Higher Education Executive Officers Association (SHEEO) and the Association of American Colleges and Universities (AAC&U), and funded by the Bill and Melinda Gates Foundation. The Missouri Learning Assessment Project is designed to improve the quality of student learning by developing an approach for learning outcomes assessment among colleges and universities in Missouri. The MSC/MLAP uses the AAC&U LEAP Essential Learning Outcomes and VALUE Rubrics to provide a framework for assessment linked to faculty instruction, actual curricula and authentic student work.

In the initial phase of the pilot project, student artifacts were evaluated using the written communication, quantitative reasoning and critical thinking VALUE rubrics created as part of the AAC&U LEAP initiative. During the pilot, faculty from the participating institutions provided student artifacts that were submitted to the project for scoring and data analysis, and also served as scorers by attending training sessions and helping to score student artifacts from participating states. The pilot is wrapping up artifact collection for the spring, with results from this proof-of-concept being available by August/September 2015.



Institutions Participating in Pilot Project	
Institution	Sector
Crowder College	Two-year public
Central Methodist University	Four-year independent
Ozarks Technical Community College	Two-year public
Southeast Missouri State University	Four-year public
Truman State University	Four-year public
University of Central Missouri	Four-year public

In September 2015, the MSC/MLAP will move into the Demonstration Phase, implementing the project full-scale. MDHE welcomes the opportunity to scale-up the project to other higher education institutions. MDHE staff will provide the rubric and assignment training, support, and materials necessary to aid in getting the project moving on other campuses across the state.

The MDHE will host a recruitment event on July 14, 2015, from 10:00.m to 3:00pm in Jefferson City. The purpose of the recruitment event is to get more institutions involved for the demonstration year. Currently participating institutions will be on-hand to provide valuable insight into the time, financial and staff commitments necessary to implement the project at the campus level.

For additional information about the project, visit <http://dhe.mo.gov/Multi-StateCollaborativeInitiative.php> or contact:

Angelette Prichett, Research Associate for Academic Affairs  
Director, Missouri Learning Assessment Project  
Phone: 573-522-2150  
Email: [angelette.prichett@dhe.mo.gov](mailto:angelette.prichett@dhe.mo.gov)

## Missouri Academic Program Approval and Review

### Angelette Prichett, Coordinator

Missouri Department of Higher Education (MDHE) staff is involved in the approval of new academic program proposals, changes to existing programs and the off-site delivery of existing programs by public institutions. Chapter 173 of the Missouri Revised Statutes charges the Coordinating Board for Higher Education with several responsibilities, including:



- ... approval of proposed new degree programs to be offered by the state institutions of higher education . . . [Section 173.005(1), RSMo]
- ... recommending to the governing board of any institution of higher education in the state the development, consolidation or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed . . . in the best interests of the institutions . . . [Section 173.030(2), RSMo]

The Coordinating Board discharges these responsibilities primarily through data collection and the systematic review of proposals for new academic programs, off-site delivery of existing programs and changes in existing programs. In the case of public institutions, the Coordinating Board approves or disapproves academic program proposals. To maintain an understanding and appreciation of the contributions made by the independent sector, and consistent with the report of the Coordinating Board for Higher Education and Independent Institution Relationships adopted by the CBHE in 1982, these policies also extend to the review of independent institutions' program proposals in the following way:

- Proposals submitted by the independent sector will be received and reviewed in the context of the statewide system of higher education;
- While the CBHE does not approve or disapprove programs at independent institutions, it may make pertinent comments as it deems appropriate; and
- For an independent institution's programs to be listed in the statewide program inventory, it must undergo the CBHE review process.

### **Review and approval of off-campus sites**

The CBHE also has statutory responsibility to approve both the establishment of residence centers and the off-site delivery of existing programs, while also having the authority to monitor course delivery at instructional sites [RSMo 173.005.2(4); 6 CSR 10-4.010; 6 CSR 10-6.020]. MDHE began compiling an inventory of all off-campus sites to align its records with those of the institutions. In February 2014, MDHE submitted an off-campus sites list for CBHE approval. Additional off-campus sites will be added to the CBHE-Approved Inventory of Off-campus Sites only after MDHE staff has reviewed and the CBHE has approved the request.

The following websites will be helpful for viewing CBHE policies and procedures for program review and approval; reviewing the statewide program inventory; and reviewing off-site locations and procedures for new submissions:

- Academic Program Actions (summary of timelines, forms, policy): <http://dhe.mo.gov/academic/>
- Policy for the Review of Academic Program Proposals: <http://dhe.mo.gov/files/policies/policyforreview.pdf>
- Approved Inventory of Off-Site Locations: <http://dhe.mo.gov/academic/ApprovedInventoryofOff-SiteLocations.php>

New program proposals, program changes and new off-site locations should be submitted electronically to [he.academicprogramactions@dhe.mo.gov](mailto:he.academicprogramactions@dhe.mo.gov) according to the timeline below:

Proposal Submission Timeline	
Proposal Submission Deadline	Date Proposal is Reviewed by CBHE
July 1, 2015	September 2015
Oct. 1, 2015	December 2015
Dec. 1, 2015	February 2016
Feb. 1, 2016	April 2016
April 1, 2016	June 2016

### Review of provisionally approved programs

Beginning July 1, 2011, the CBHE gave five-year provisional approval to all new academic programs submitted by public institutions. The first review of programs receiving provisional approval will begin in September 2016. If the review indicates that the program is not performing as expected, the CBHE may recommend the termination of the program, unless there are compelling justifications for continuing the program. MDHE staff will be working with institutions in the upcoming months to develop the criteria and procedures for this review.

## Multi-State Collaborative for Military Credit

### Jennifer Plemons, Coordinator

The Multi-State Collaborative on Military Credit (MCMC) is currently comprised of 13 states whose initiative is to identify policies and practices that will increase military service members' participation in and completion of postsecondary education. The MCMC's goal of putting military service members on an accelerated path towards a postsecondary credential also aligns with the efforts of the Midwestern Higher Education Compact (MHEC) as well as Lumina Foundation, and as a result, MHEC was awarded a \$900,000 grant by Lumina Foundation for the work of the MCMC. This grant-funded project will span the next three years and will work to further national efforts and help raise awareness of this important issue.

Working on behalf of the state of Missouri and its system of higher education, the Missouri Department of Higher Education (MDHE) has been a participating member of the MCMC since its inception three years ago. MDHE recognizes the educational needs of military service members and has made meeting their needs a priority. These individuals typically spend many years serving their country and have acquired a great deal of knowledge and experience as a result. Allowing military service members the opportunity to obtain educational credits for prior military service or training will serve to significantly reduce the amount of time these individuals must spend earning a license, certificate, or a college degree, in turn helping Missouri reach its graduation goals and workforce needs.

MDHE is eager and committed to continue working with the MCMC and fully participate in the three year, grant-funded project. In order to successfully complete the work related to this initiative, MDHE has formed the Missouri Multi-State Collaborative on Military Credit Steering Committee (MO-MCMC), which will provide oversight and guidance for the project during the next three years. The steering committee is comprised of 25 representatives from public and independent institutions as well as state government agencies and other public and private organizations. The steering committee will hold its first meeting in June 2015 and will plan to meet on a quarterly basis. The steering committee also will report key milestones related to the initiative to the Coordinated Board for Higher Education over the next three years.

#### Missouri Multi-state Collaborative for Military Credit Steering Committee Roster

Name	Title	Institution	Sector
Jim Craig	Associate Teaching Professor & Chair of Department of Military and Veterans Studies	University of Missouri-St. Louis	4YP
Maria Fussell	Assistant Director of Extended Studies	University of Central Missouri	4YP
Tristan Londre	Director of Career and Technical Education	Metropolitan Community College	2YP
Tracy Carpenter-Bond	District Coordinator of Veterans Services	St. Louis Community College	2YP
Amanda Woods	Office of Military and Veterans Services Outreach Coordinator	Southeast Missouri State University	4YP
Janet Clanton	Associate Dean of Instruction	State Technical College of Missouri	2YP
Mike Callan	Associate Vice President for Military and Government Programs	Webster University	4YI
Jerry Jorgensen	Provost and Senior Vice President	Park University	4FI
Stephen Terry	Director of Military and Veteran Student Services	Park University	4YI
Betty Boyer	Director of Registration Services	Jefferson College	2YP
Jennifer Boyt	Assistant Registrar for Military Education	Columbia College	4YP
Tim Casey	Dean	Wentworth Military Academy	2YP
David Newman	Joint Chief of Staff and Brigadier General	Missouri National Guard	State
Larry Crowder	Deputy to the Chief of Joint Staff, Joint Force Headquarters	Missouri National Guard	State
Tom Robbins	Coordinator of Adult Education	DESE	State
Mike Gavura	Assistant Director of Workforce Development	DESE	State
Jon Sabala	Veteran Services Director	Missouri Department of Mental Health	State
Melissa Wilding	Ombudsman	Missouri Veterans Commission	State
Bibi Schultz	Education Administrator	Missouri State Board of Nursing	State

Greta Westerwald	Program Specialist	Missouri Department of Higher Education	State
Jennifer Plemons	Research Associate	Missouri Department of Higher Education	State
Rusty Monhollon	Assistant Commissioner for Academic Affairs	Missouri Department of Higher Education	State
Laura Vedenhaupt	Senior Associate Proprietary School Certification	Missouri Department of Higher Education	<i>Ex officio</i>
David Russell	Commissioner	Missouri Department of Higher Education	<i>Ex officio</i>
Jeremy Kintzel	Director of Data and Research Services	Missouri Department of Higher Education	<i>Ex officio</i>

## Missouri Mathematics Pathways Taskforce

### Jennifer Plemons, Coordinator

In response to House Bill 1042, which directed all public institutions of higher education in the state to “replicate best practices remediation,” the Missouri Department of Higher Education (MDHE) developed and is currently implementing the Principles of Best Practice for Remedial Education. Included in the policy’s best practices is the alignment of gateway courses with a student’s course of study, particularly in mathematics.

As a first step towards implementing the best practice of aligning gateway courses with students’ courses of study in mathematics, the department hosted the Missouri Mathematics Summit on September 12, 2014, in Columbia. This summit was designed to engage faculty and administrators from Missouri’s public and independent institutions in a discussion about developing alternative mathematics pathways for students and the course redesign necessary to support these pathways.

In June of 2014, the department submitted an application to participate in the grant-funded mathematics pathways project by Complete College America and the Charles A. Dana Center and was one of six states selected to participate. The mathematics pathways project is a two-year initiative to identify and develop scalable strategies that will dramatically increase the percentage of students who pass gateway math courses and enter programs of study in one academic year.

In order to successfully meet the project’s requirements, the department established the Missouri Mathematics Pathways Taskforce (MMPT). The taskforce is comprised of 26 representatives (mathematics faculty, mathematics department chairs, etc.) from public two-year and four-year institutions. The work of the MMPT is founded on a simple premise: College algebra, which is designed to prepare students for calculus, may not be the gateway mathematics course best suited for every academic program. This effort is not an attempt to “dumb down” the curriculum but rather an opportunity to improve mathematics education by exposing students to mathematical concepts that have relevance in both their academic and vocational pursuits.

Over the past eight months, the taskforce has worked diligently to identify strategies necessary to accomplish project objectives. These strategies are outlined in the taskforce's final report, which was submitted to Complete College America and the Dana Center in June. The MMPT makes eight recommendations in its report, each designed with the intent of developing rigorous mathematics pathways for students that are aligned to their academic programs of study.

- Recommendation 1.1: Revise the CBHE policy regarding prerequisite courses for entry-level general education mathematics courses so that the prerequisite course for each college-level course is appropriate.
- Recommendation 1.2: Establish statewide articulation agreements (while respecting the autonomy of each institution) for the alternative pathway mathematics courses that meet the general education mathematics requirements and their prerequisite courses.
- Recommendation 2.1: Institutions should align the process of placing students in credit-bearing courses with alternative pathway courses.
- Recommendation 2.2: The K-12 and higher education sectors should collaborate to align high school mathematics courses with entry college-level mathematics courses.
- Recommendation 2.4: Identify prerequisites for alternative college-level mathematics courses that are aligned to targeted programs of study.
- Recommendation 3.1: Hold a second Mathematics Summit to disseminate information and policy recommendations regarding the work of the MMPT.
- Recommendation 3.2: Develop a process for the collection and analysis of data regarding the success of alternative courses.
- Recommendation 2.3: Create college-level mathematics courses that serve as alternatives to the College Algebra course and that are aligned to targeted programs of study.
- Recommendation 2.4: Identify prerequisites for alternative college-level mathematics courses that are aligned to targeted programs of study.
- Recommendation 3.1: Hold a second Mathematics Summit to disseminate information and policy recommendations regarding the work of the MMPT.
- Recommendation 3.2: Develop a process for the collection and analysis of data regarding the success of alternative courses.

As the project enters its second year, the MMPT is set to reconvene in August to begin working toward implementing project objectives. The MMPT also is planning Missouri's second mathematics summit to be held this September in Columbia. This summit will be geared toward generating support from institutions for the implementation phase of the project, engaging faculty from other academic disciplines, and providing an opportunity for non-math faculty to share any concerns or insights they may have as the project moves forward.

### Missouri Mathematics Pathways Taskforce Roster

Name	Title	Institution	Sector
Ian Aberbach	Professor of Mathematics and Director of Undergraduate Studies	University of Missouri -Columbia	4YP
Andrew Aberle	Mathematics Instructor	Ozarks Technical Community College	2YP
Briehan Barron	Mathematics Faculty	State Technical College of Missouri	2YP
Ann Boehmer	Chair of Mathematics and Physical Science Division	East Central College	2YP
William O. Bray	Chair of Mathematics Department	Missouri State University	4YP
Haiyan Cai	Chair of Mathematics and Computer Science Department	University of Missouri-St. Louis	4YP
Jonathan Corbett	Chair of Mathematics and Natural Sciences Department	Harris-Stowe State University	4YP
Tabitha Crites	Mathematics Faculty	Mineral Area College	2YP
Mark Eriksson	Mathematics Faculty	Three Rivers Community College	2YP
David Garth	Professor of Mathematics	Truman State University	4YP
Kim Granger	Professor of Mathematics	St. Louis Community College	2YP
Jennifer Hegeman	Associate Professor of Mathematics	Missouri Western State University	4YP
Cheryl Ingram	Chair of Mathematics and Physical Sciences Division	Crowder College	2YP
Kerry Johnson	Chair of Mathematics Department	Missouri Southern State University	4YP
Stephanie Fitch	Associate Teaching Professor of Mathematics	Missouri University of Science and Technology	4YP
Trish White	Developmental Mathematics Instructor	Ozarks Technical Community College	2YP
Bill Morgan	Mathematics Faculty	Metropolitan Community College	2YP
Tammy Randolph	Department of Mathematics Chair	Southeast Missouri State University	4YP
V.A. Samaranayake	Curator's Teaching Professor of Mathematics and Statistics, and Director of Graduate Studies	Missouri University of Science and Technology	4YP
Mary Shepherd	Professor of Mathematics	Northwest Missouri State University	4YP
Ruthi Sturdevant	Professor of Mathematics	Lincoln University	4YP
Tracy Welch	Mathematics Faculty	North Central Missouri College	2YP
Skyler Ross	Associate Professor of Mathematics	Jefferson College	2YP
Bill Kalahurka	Assistant Teaching Professor of Mathematics	University of Missouri- Kansas City	4YP
Donna Kessler	Mathematics Instructor	Moberly Area Community College	2YP

Wanda Long	Professor of Mathematics	St. Charles Community College	2YP
Phoebe McLaughlin	Professor of Statistics and Mathematics	University of Central Missouri	4YP
Kimberly Miller	Chair of Mathematics Division	State Fair Community College	2YP
Jennifer Plemons	Research Associate II	Missouri Department of Higher Education	Staff
Rusty Monhollon	Assistant Commissioner for Academic Affairs	Missouri Department of Higher Education	Staff
David Russell	Commissioner	Missouri Department of Higher Education	<i>Ex officio</i>

## State Authorization Reciprocity Agreement

### Amy Werner, Coordinator

The State Authorization Reciprocity Agreement (SARA) is the product of a nationwide effort to create a system of reciprocity among state regulatory agencies for the delivery of distance education. The fundamental goal of SARA is to provide a national solution to barriers created by states having different regulations regarding oversight of distance education institutions and programs.

At its November meeting, the Coordinating Board for Higher Education (CBHE) approved the rule for filing with the Secretary of State and the submission of the Missouri application to the Midwestern Higher Education Compact for approval. On Nov. 16, 2014, the CBHE approved the application and Missouri became a participant in SARA. MDHE staff has finalized the process for receiving and approving institutional applications for participation in SARA. A fee of \$500 was established to cover the cost of program administration for each Missouri institution participating in SARA.

The first Missouri institution was officially approved by NC-SARA at the end of February. Currently there are 22 Missouri institutions approved officially by NC-SARA and two approved by the MDHE and awaiting official NC-SARA approval. MDHE staff anticipates several additional Missouri institutions will apply to participate in SARA.

For further information on SARA, visit the department's SARA webpage at <http://dhe.mo.gov/DistanceEducation.php> or contact Amy Werner at [Amy.Werner@dhe.mo.gov](mailto:Amy.Werner@dhe.mo.gov).

### Approved SARA institutions in Missouri (as of June 26, 2015)

A.T. Still University of Health Sciences	Columbia College
Calvary Bible College	Goldfarb School of Nursing at Barnes-Jewish College
Central Methodist University	Hannibal-LaGrange University
City Vision College	



Kansas City University of Medicine and Biosciences  
Lincoln University  
Logan University  
Maryville University of Saint Louis  
Metropolitan Community College  
Missouri State University  
North Central Missouri College  
Northwest Missouri State University

Saint Louis University  
Southeast Missouri State University  
State Fair Community College  
Stephens College  
University of Central Missouri  
University of Missouri-Columbia  
Webster University

**Institutions awaiting official NC-SARA approval**

Crowder College

Missouri University of Science and Technology

## Missouri Reverse Transfer Program

**Amy Werner, Coordinator**

In 2012, Missouri House Bill 1042 required the Coordinating Board for Higher Education (CBHE) to develop a policy fostering reverse transfer. Missouri Department of Higher Education (MDHE) secured a \$500,000 Lumina and Kresge Foundation Grant to implement Missouri Reverse Transfer (MRT), to increase the number of Missouri residents having an associate degree. The Missouri Reverse Transfer Program offers seamless associate degree completion by allowing students to use credit earned at two- and four-year higher education institutions to qualify for an associate degree. Students who have completed at least 15 credit hours at a qualifying two-year college and transferred to a four-year college or university in Missouri can transfer credit back to the two-year college to earn an associate degree. Even students who are not currently attending college may be eligible to complete an associate degree through the Missouri Reverse Transfer program.

Full implementation of MRT is a three-phase process that began in Fall 2013 with the phase I pilot program. The pilot was conducted among 11 institutions and was completed in Summer 2014. Phase II, which began in Fall 2014, consisted of state-wide institutional implementation. Phase III will begin in Fall 2015 and it will involve reaching students who are not currently enrolled at institutions. As of May 2015, a total of 189 MRT associate degrees have been awarded.

COTA assumed responsibility for the oversight of MRT earlier this year as the 25 member steering committee disbanded. The COTA committee will continue to train reverse transfer coordinators and review the reverse transfer policy to ensure successful continuation. Missouri is also a member of the National Student Clearinghouse Reverse Transfer Project, which will provide a national, automated solution for the exchange of student record data. Missouri was one of three states chosen as a pilot state to participate in the design and testing of the project.

Contact the MDHE Reverse Transfer Coordinator, Amy Werner at [Amy.Werner@dhe.mo.gov](mailto:Amy.Werner@dhe.mo.gov) for more information.

## Committee on Transfer and Articulation

### Amy Werner, Coordinator

A primary responsibility of the Coordinating Board for Higher Education is to ensure efficient and effective transfer of students among Missouri institutions. The Committee on Transfer and Articulation (COTA), CBHE's standing advisory committee, works within the board's statutory authority to facilitate the transfer of students between institutions of higher education within the state.

COTA's work over the next year will include organizing the annual conference on transfer and articulation, reviewing the current CBHE policy on Credit Transfer Guidelines, and reviewing the Statewide Articulation Agreement for the Associate of Arts in Teaching. On Jan. 1, 2015, COTA assumed responsibility for the Missouri Reverse Transfer program when the twenty-member Missouri Reverse Transfer Steering Committee disbanded. At the February 2015 CBHE meeting, COTA was approved to increase committee membership from eight to 12 members as well as fill a position left vacant by a previous committee member.

COTA members are currently working to identify knowledgeable candidates in the area of transfer and articulation and recommend them to Commissioner of Higher Education David Russell for appointment to the committee. The Committee on Transfer and Articulation welcomes any suggestions, concerns, or questions regarding transfer and articulation. Contact Amy Werner, MDHE staff liaison to COTA, at [Amy.Werner@dhe.mo.gov](mailto:Amy.Werner@dhe.mo.gov). View COTA's website for further information at <http://dhe.mo.gov/cota/>.

**Committee on Transfer and Articulation Roster**

Name	Title	Institution	Sector
Seth Carruthers	Assistant Registrar	Fontbonne University	4YI
Gavin O'Connor	Special Assistant to the Provost	Ozarks Technical Community College	2YP
Melissa Hattman	Director of Community College Relations	University of Missouri - St. Louis	4YP
Mark York	Associate Dean of Academic Affairs	The Art Institutes International-Kansas City	PROP
Michael Olsen	Assistant Director of Admissions	University of Central Missouri	4YP
Kim Harvey	Registrar & Senior Director of Enrollment Management	Jefferson College	2YP
Tyson Shank	Associate Dean of Enrollment Management and Director of Admissions	Missouri Western State University	4YP
Dixie Williams	Assistant Director of Admissions -Transfer Coordinator	Missouri State University	4YP
To be appointed			2YP

<i>To be appointed</i>			4YP
<i>To be appointed</i>			At-large
Amy Werner	Research Associate I	Missouri Department of Higher Education	Staff
David Russell	Commissioner	Missouri Department of Higher Education	<i>Ex officio</i>

## Remedial Education

### Jennifer Plemons, Coordinator

House Bill 1042, signed into law on August 28, 2012, requires all Missouri public two-year and four-year institutions of higher education to replicate best practices in remedial education. The Missouri Department of Higher Education worked with the statewide Taskforce on College and Career Readiness (TCCR) to research best practices in remedial education and to develop a policy based on those best practices. The “Principles of Best Practice in Remedial Education” policy was the result of this effort, and the policy was approved by Coordinating Board for Higher Education on Sept. 5, 2013.

In crafting the “Principles of Best Practice in Remedial Education,” the TCCR laid out a set of best practices that would be used to guide current and future efforts related to remedial education. As part of this effort, the TCCR identified the use of consistent statewide assessment and placement practices by institutions as a best practice and outlined this in section nine of the remedial education policy.

Since the remedial education policy was approved by the CBHE, the TCCR has been working towards full implementation of the policy. During this time, the TCCR has recognized the need to create a separate document that further outlines these assessment and placement guidelines, which are to be fully implemented at institutions starting Fall 2015. By further outlining these assessment and placement guidelines, the TCCR can assure that institutions, high school guidance counselors, students, and also parents have a better understanding of the assessment and placement practices set to occur at Missouri institutions of higher education. For more information about the TCCR visit the MDHE website.

### Taskforce on College and Career Readiness Roster

Name	Title	Institution	Sector
Anthony Barbis	Associate Teaching Professor of Economics	University of Missouri-Columbia	4YP
Skip Cooker	Associate Professor of Economics	University of Central Missouri	4YP
Thomas Dieckmann	Associate Professor of English	St. Louis Community College	2YP
Janet Gooch	Dean, School of Health Sciences and Education	Truman State University	4YP
Cheryl Carpenter-Davis	Dean of Instruction	Metropolitan Community College	2YP
Chris Breitmeyer	Vice President for Academic and Student Affairs	St. Charles Community College	2YP

Jane Greer	Associate Professor of English	University of Missouri-Kansas City	4YP
Jeff Cawfield	Professor of Geological Sciences and Engineering	Missouri University of Science & Technology	4YP
Tabatha Crites	Mathematics Instructor	Mineral Area College	2YP
Paula Glover	English Instructor	Moberly Area Community College	2YP
Tara Noah	Institutional Researcher	North Central Missouri College	4YP
Melody Shipley	Mathematics Instructor	North Central Missouri College	4YP
Jayne Blandford	English Instructor	St. Charles Community College	2YP
Rita Gulstad	Vice President and Dean of the University	Central Methodist University	4YI
Vicki Schwinke	Dean of Academic Affairs and Student Services	State Technical College of Missouri	2YP
Dana Ferguson	Mathematics Coordinator	Columbia Public Schools	K-12
Carla Wheeler	Director of Curriculum Instruction and Assessment	Sedalia Public Schools	K-12
Sharon Helwig	Assistant Commissioner-College/Career Readiness	DESE	Staff
Michael Meunks	Director of Assessment	DESE	Staff
Elaine Bryan	Director of Adult Education and Literacy	DESE	Staff
Jennifer Plemons	Research Associate II	MDHE	Staff
Rusty Monhollon	Assistant Commissioner for Academic Affairs	MDHE	<i>Ex officio</i>

## Academic Affairs Calendar - July-September 2015

JULY 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
June 28	29	30	July 1	2	3	4
			Proposal sfor new academic programs due to MDHE for consideration at September CBHE meeting		MDHE offices closed	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
	Missouri Reverse Transfer Coordinator Training, Governor's Office Building, (Jefferson City)	MSC Recruitment Workshop (Jefferson City)  Committee on Transfer and Articulation Meeting, Governor's Office Building (Jefferson City)	Council of Chief Academic Officers, Governors Office Building (Jefferson City)			
19	20	21	22	23	24	25
				Missouri Multi-State Collaborative monthly call		
26	27	28	29	30	31	August 1
		CBHE-SBE Joint Meeting: Holiday Inn Executive Center (Columbia)	CBHE retreat and Coordinated Plan Steering Committee	CBHE retreat and Coordinated Plan Steering Committee	Taskforce on College and Career Readiness, MACC (Columbia)	

## AUGUST 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
July 26	27	28	29	30	31	August 1
2	3	4	5	6	7	8
					Joint Statewide CAO meeting, Hampton Inn (Columbia)	
9	10	11	12	13	14	15
			Missouri Mathematics Pathways Taskforce, Governors Office Building (Jefferson City)			
16	17	18	19	20	21	22
23	24	25	26	27	28	29
				Missouri Multi-State Collaborative monthly call		
30	31					

## SEPTEMBER 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 30	31	September 1	2	3	4	5
			CBHE Work Session (Jefferson City)	CBHE Meeting (Jefferson City)		
6	7	8	9	10	11	12
	Labor Day: MDHE Office closed					
13	14	15	16	17	18	19
					Missouri Mathematics Summit (Columbia)	
20	21	22	23	24	25	26
				Missouri Multi-State Collaborative teleconference	Taskforce on College and Career Readiness, MACC (Columbia)	
27	28	29	30	October 1	2	3